**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2** | | | **Date(s)**: Day 5 of Task 1 |
| **Unit Title:**  **Unit 1: Understand Place Value (Hundreds, Tens, Ones)** | | | | **Corresponding Unit Task:**  Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s):**  **How do patterns help me skip count? How do I compose numbers up to 1000? How do you know the value of a number?**  **(These stay up during the entire 25 days)** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Teacher will need to create number lines using sentence strips that are equally divided into sections of 100. The second number line would start 101-200 and so on or teacher could use the teacher treasure link for task 1 lesson l to create number lines from 1- 1000.** | | **Student:**  **Teacher created number lines ( 1-1000) for each student or pairs of students**  **Pencils, beans, counters or buttons,** | | | **plot**  **number lines**  **hundreds**  **tens**  **thousand**  **increments**  **corresponding**  **skip counting**  **count on** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2. NBT.1: Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.**  **2. NBT.2: Count within a 1000; skip count by 5’s, 10’s, 100’s.** | | | | | |
| **I Can Statement(s):**  **I can count on using groups of hundreds, tens.**  **I can count by 100s using a number line to 1000.**  **I can count by 10s using a number line to 100.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Use brainpopjr.com website- click on number sense and choose the one hundred math movie to review how to skip count by 2s, 5s, and 10s. | | | | | |
| **Teacher Directed:**  **Using a number line from 1-100 the teacher will plot increments of ten beginning with zero to 100. The teacher would model skip counting aloud as they plotted the increments. The teacher could draw or display tens blocks for the students to count. The students would then find the corresponding tens on the number line.**  **Using a number line from 1- 1000 the teacher will plot increments of hundreds beginning with zero to 1000. The teacher would model skip counting aloud as they plotted the increments. The teacher could draw or display hundreds blocks (magnetic or plastic) for the students to count. The students would then find the corresponding hundreds on the number line.**  **Then the teacher would pick a number combining hundreds and tens (ex: 420). The teacher would model their thinking aloud strategy about which number line to use and start skip counting aloud using a combination of hundreds and tens to arrive at the end number. Then the teacher would plot that number on the number line. Repeat the process for several more numbers.** | | | | | |
| **Guided Practice:**  **Students use their number lines to plot with a bean or counter the number chosen by the teacher. Teacher would walk around to monitor student progress.** | | | | | |
| **Independent Practice:**  **Teacher will write up a list of 5 numbers on the white board. Students will plot those five numbers on their number lines using a bean, button, or counter of some sort. Teacher will observe students working to see if they understand concept.** | | | | | |
| **Closing/Summarizing Strategy:**  **Students can share their answers with their table mates. Students can explain how they arrived at their answers.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Start with numbers like 510 and skip count by 100s. | | | Allow students to use a hundreds board and work with a partner. | | | Allow students to use hundreds and tens blocks to have concrete representations of the numbers. |
| **Assessment(s):**  Teacher will write informal notes about how students plotted the five numbers on the number lines. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |